

**THE INFLUENCE OF USING MIND MAPPING TECHNIQUE
TOWARDS STUDENTS' WRITING SKILL IN THE DESCRIPTIVE TEXT
AT THE 10TH GRADE OF SMA NEGERI 1 TULANG BAWANG TENGAH
IN THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By :

**NUR LAILA
NPM : 1511040099**

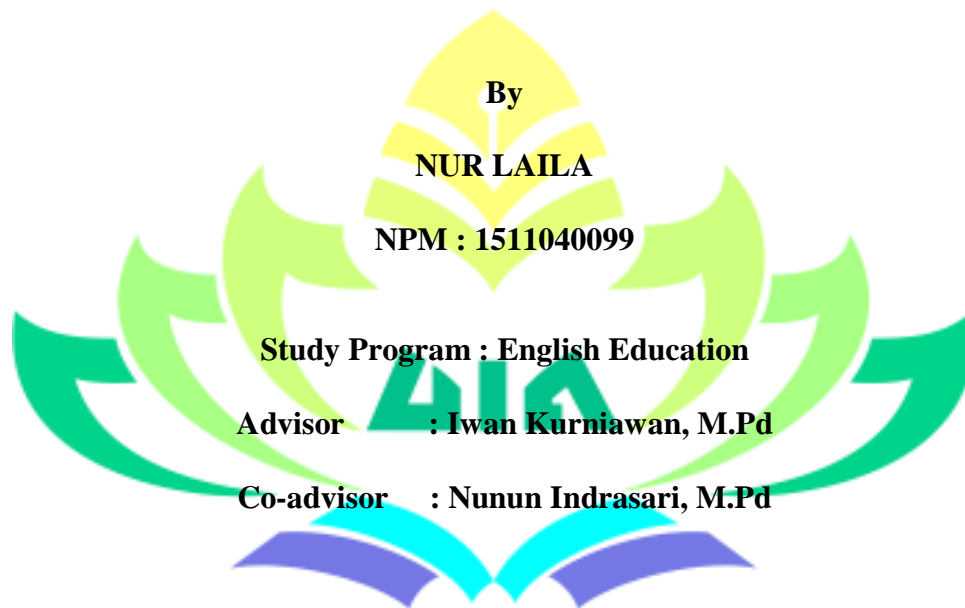


**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2020**

**THE INFLUENCE OF USING MIND MAPPING TECHNIQUE
TOWARDS STUDENTS' WRITING SKILL IN THE DESCRIPTIVE TEXT
AT THE 10TH GRADE OF SMA NEGERI 1 TULANG BAWANG TENGAH
IN THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree



By

NUR LAILA

NPM : 1511040099

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd

Co-advisor : Nunun Indrasari, M.Pd

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2020**

ABSTRACT

THE INFLUENCE OF USING MIND MAPPING TECHNIQUE TOWARDS STUDENTS' WRITING SKILL IN THE DESCRIPTIVE TEXT AT THE 10TH GRADE OF SMA NEGERI 1 TULANG BAWANG TENGAH IN THE ACADEMIC YEAR OF 2019/2020

By
NUR LAILA

Writing is one of the most important skills. Most of students at the tenth grade of SMA Negeri 1 Tulang Bawang Tengah were 63.9% got under the criteria in writing. The objective of this research was to know whether there is significant influence of using mind mapping technique towards students' writing skill in the descriptive text at the 10th grade of SMA Negeri 1 Tulang Bawang Tengah.

The research methodology used quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used mind mapping technique, whereas in the control class the teacher used grammar teaching method. Each class received the same pre-test and post-test. The population of this research was the tenth grade of SMA Negeri 1 Tulang Bawang Tengah. The samples of this research were 2 classes consisting 58 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there was influence of using mind mapping technique towards students' writing skill in the descriptive text at the 10th grade of SMA Negeri 1 Tulang Bawang Tengah in the Academic Year 2019/2020. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.000$ and $= 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there was significant influence of using mind mapping technique towards students' writing skill in the descriptive text at the 10th grade of SMA Negeri 1 Tulang Bawang Tengah in the Academic Year 2019/2020.

Keywords: *Mind Mapping Technique, Writing Skill, Descriptive Text, Quasi Experimental Design*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL


**A Thesis Entitled : THE INFLUENCE OF USING MIND
MAPPING TECHNIQUE TOWARDS STUDENTS'
WRITING SKILL IN THE DESCRIPTIVE TEXT AT
THE 10TH GRADE OF SMA NEGERI 1 TULANG
BAWANG TENGAH IN THE ACADEMIC YEAR OF
2019/2020**

Students' Name : Nur Laila
Students' Number : 1511040099
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**Was tested and defended in the examination session
At Tarbiyah and Teacher Training Faculty, State Islamic University of
Raden Intan Lampung**

Advisor,


Iwan Kurniawan, M.Pd
NIP.197405202000031002

Co-Advisor,


Nunun Indrasari, M.Pd
NIP.198707272015032006

**The Chairperson of
English Education Study Program**


Meisuri, M.Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING TEAM-PAIR-SOLO TECHNIQUE TOWARDS STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, by : **RESTY RAHMAWATI, NPM: 1511040125**, Study Program:

English Education, was tested and defended in the examination session, held on **Wednesday, February 5th 2020**.

Board of Examiners:

The Chairperson

: Meisuri, M.Pd

The Secretary

: Sri Suci Suryawati, M.Pd

The Primary Examiner

: Fithra Auliyah Anshar, M.Hum

The First Co-Examiner

: Iwan Kurniawan, M.Pd

The Second Co-Examiner

: Andri Indra Sasmita, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP: 196408281988032002

DECLARATION

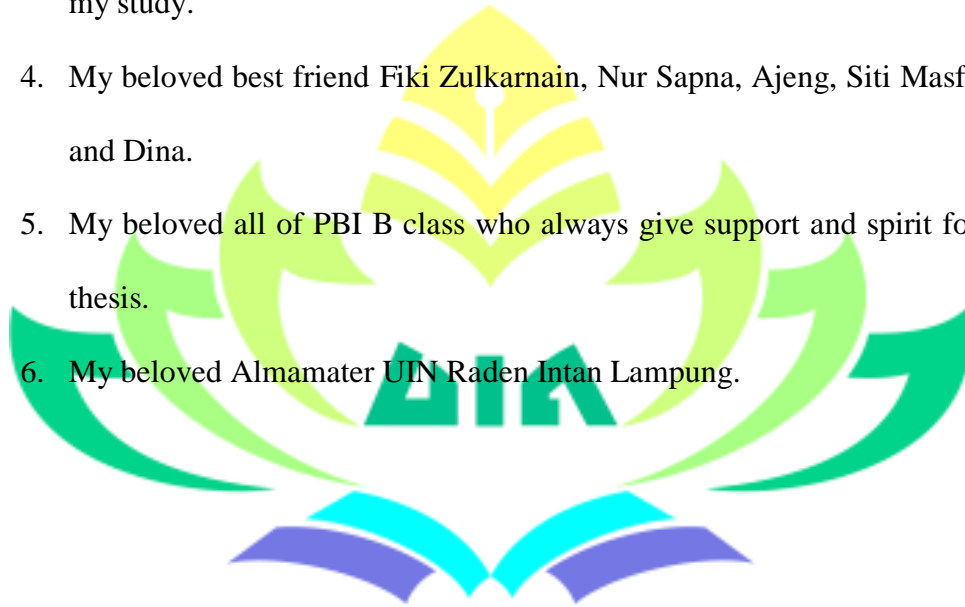
Hereby, I stated this thesis entitled “The Influence Of Using Mind Mapping Technique Towards Students’ Writing Skill in the Descriptive Text at the 10th Grade Of SMA Negeri 1 Tulang Bawang Tengah in the Academic Year of 2019/2020” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



DEDICATION

This thesis is dedicated to:

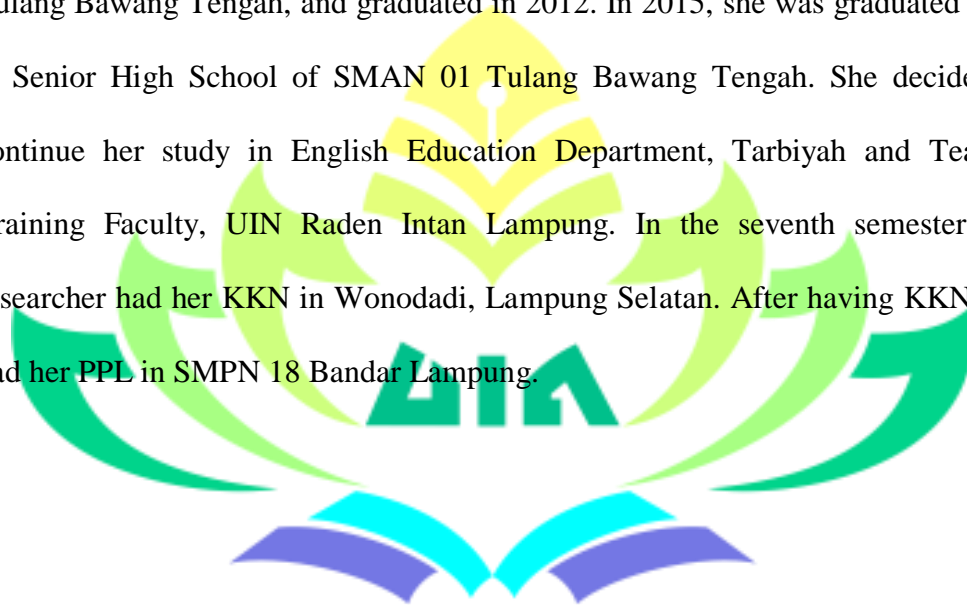
1. My beloved parents, my father Zuhri Hamid and my mother Samsiah who always pray for my success.
2. My beloved brother Eka Putra, S.H, Junaidi, Supardi, and Sofyan who always support for my success.
3. My beloved all of my big family who have given me support and spirit for my study.
4. My beloved best friend Fiki Zulkarnain, Nur Sapna, Ajeng, Siti Masfufah, and Dina.
5. My beloved all of PBI B class who always give support and spirit for my thesis.
6. My beloved Almamater UIN Raden Intan Lampung.



CURICULUM VITAE

The name of the researcher is Nur Laila. She is called Laila. She was born in Panaragan Jaya, on May 4th, 1997. She is the fifth of five children of Mr. Zuhri and Mrs.Samsiah. She has four brothers whose names are Eka Putra, Junaidi, Supardi and Sofyan.

The researcher began her study at Elementary School of SDN 04 Panaragan Jaya, and graduated in 2009. Then she continued to Junior High School of SMPN 02 Tulang Bawang Tengah, and graduated in 2012. In 2015, she was graduated from at Senior High School of SMAN 01 Tulang Bawang Tengah. She decided to continue her study in English Education Department, Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. In the seventh semester, the researcher had her KKN in Wonodadi, Lampung Selatan. After having KKN, she had her PPL in SMPN 18 Bandar Lampung.



ACKNOWLEDGEMENT

First of all, praise to be Allah, the almighty God, the most Merciful, the most beneficent who always gives his blessing and mercy to the researcher during her study to complete this final project. Then the best salutation be upon the great messenger Prophet Muhammad SAW.

For the accomplishment of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah Faculty UIN Raden Intan Lampung
2. Meisuri, M.Pd, the chairperson of English Education Study Program at UIN Raden Intan Lampung
3. Iwan Kurniawan, M.Pd, the first advisor who patiently guided the researcher until the completion of this thesis.
4. Nunun Indrasari, M.Pd, as the second advisor who always patiently guided, the researcher and spent her time to correcting this thesis for its betterment.
5. The English Department Lecturers in UIN Raden Intan Lampung.
6. Sirdin Effendi, S.Pd as the Headmaster of SMA Negeri 1 Tulang Bawang Tengah
7. Mrs. Yuniati Al aida, S.Pd, as the English Teacher of SMA Negeri 1 Tulang Bawang Tengah who has helped and given suggestions to her

during the research process; and the students of the tenth grade of SMA Negeri 1 Tulang Bawang Tengah for cooperative during the research.

8. All of her family, especially her beloved parents Mr.Zuhri and Mrs Samsiah, her lovely brother Eka Putra S.H, Junaidi, Supardi, Sofyan who always give their love, support, motivation, and advice in accomplishing her study.
9. All of her friends in English Education Department, B Class of UIN Raden Intan Lampung and Sapna, Siti, Ajeng, Fiki, and Dina, who always give help, support and kindness in finishing this thesis.

She fully realizes that this piece of writing is imperfect. Therefore, she expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung, 2019
The Researcher

Nur Laila
NPM: 1511040099

TABLE OF CONTENTS

COVER	Page
ABSTRACT	i
APPROVAL	ii
ADMISSIONS	iii
DECLARATION	iv
MOTO	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
LIST OF APPENDICES	xvi

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of Research	8
F. Uses of the Research	8
G. Scope of the Research	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language	10
B. Writing	11
1. Concept of Writing	11
2. Concept of Writing Skill	13
3. Approaches in Teaching Writing	14
4. How to Teach Writing	16
5. Writing Process	17
6. How to Test Writing	18
7. What to Test Writing	21
C. Text	22
1. Concept of Text	22
2. Genre of Text	22
D. Concept of Descriptive Text	24
1. Definition of Descriptive Text	24
2. Generic Structure of Descriptive Text	25

3. Language Features of Descriptive Text.....	25
E. Mind Mapping Technique.....	26
1. Concept of Mind Mapping Technique.....	26
2. Procedure of Using Mind Mapping Technique.....	28
3. Advantages of Using Mind Mapping Technique.....	30
4. Disadvantages of Using Mind Mapping Technique.....	32
F. Grammar Teaching Method.....	32
1. Concept of Grammar Teaching Method.....	32
2. Procedures of Using Grammar Teaching Method.....	33
3. Advantages of Using Grammar Teaching Method.....	34
4. Disadvantages of Using Grammar Teaching Method.....	35
G. Frame of Thinking	37
H. Hypothesis	38

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	39
B. Variables of the Research	40
C. Operational Definition of Variable.....	40
D. Population, Sample, and Sampling Technique.....	41
E. Research Procedure.....	42
F. Data Collecting Technique.....	43
G. Research Instrument	44
H. Criteria for Evaluating Students Writing.....	45
I. Validity, Reliability, and Readability of the Test	48
J. Data Analysis	52
1. Fulfillment of the Assumption.....	52
a. Normality Test.....	52
b. Homogeneity Test.....	53
2. Hypothetical Test.....	53

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research.....	55
1. The Result of Pre-Test in Experimental Class.....	55
2. The Result of Pre-Test in Control Class.....	57
3. The Result of Post-Test in Experimental Class.....	58
4. The Result of Post-Test in Control Class.....	60
B. Results of Data Analysis.....	61
1. Result of Normality Test.....	61
2. Result of Homogeneity Test.....	62
3. Result of Hypothetical Test.....	63
C. Discussion.....	65

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion.....	69
B. Suggestion.....	70
REFERENCES	71
APPENDICES	74



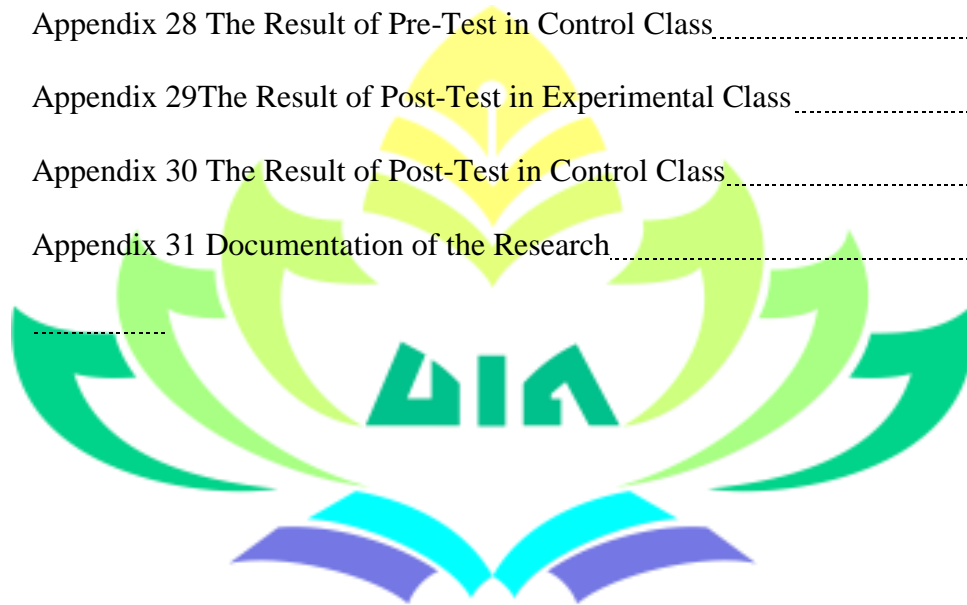
LIST OF TABLES

Table 1	The Writing Score of Students' at the Tenth Grade of SMA Negeri 1 Tulang Bawang Tengah	3
Table 2	Non Randomized Control Group, PreTest-Posttest Design.....	41
Table 3	The Population of the Tenth Grade of SMA Negeri 1 Tulang Bawang Tengah.....	43
Table 4	Assessments Scale for Writing Work	47
Table 5	Statistics of the Result of the Pre-test in Experimental class.....	54
Table 6	Statistics of the Result of the Pre-Test in Control Class	56
Table 7	Statistics of the Result of the Post-test in Experimental class.....	58
Table 8	Statistics of the Result of the Post-Test in Control Class.....	59
Table 9	Test of Normality.....	61
Table 10	The Result of Homogeneity test of Experimental and Control Class.....	62
Table 11	The Result of Hypothetical Test.....	63

LIST OF APPENDICES

1. Appendix 1 The Interview for the Teacher.....
2. Appendix 2 The Interview for the Students.....
3. Appendix 3 Score of Students.....
4. Appendix 4 Syllabus for the Tenth Grade.....
5. Appendix 5 Lesson Plan for Experimental Class.....
6. Appendix 6 Lesson Plan for Control Class.....
7. Appendix 7 Instrumental Test of Writing of Pre-Test.....
8. Appendix 8 Instrumental Test of Writing of Post-Test.....
9. Appendix 9 Expert Validation for Writing Test.....
10. Appendix 10 Readability of Writing Test.....
11. Appendix 11 The Name of Students' Try Out.....
12. Appendix 12 The Result of Readability Test.....
13. Appendix 13 The Assessments Scale of Writing Work.....
14. Appendix 14 Name of Students in Experimental Class.....
15. Appendix 15 Name of Students in Control Class.....
16. Appendix 16 The Score of Students in Experimental Class.....
17. Appendix 17 The Score of Students in Control Class.....
18. Appendix 18 The Analysis of Students' Score of Pre-Test in Experimental and Control Class.....
19. Appendix 19 The Analysis of Students' Score of Post-Test in Experimental and Control Class.....
20. Appendix 20 The Result Normality Test of the Experimental Class and

	Control Class
21.	Appendix 21 The Result of Homogeneity Test.....
22.	Appendix 22 The Result of Independent Sample Test.....
23.	Appendix 23 The Result Reliability for Pre-test in Experimental lass.....
24.	Appendix 24 The results reliability for Post-test in Experimental class.....
25.	Appendix 25 The result reliability for pre-test in control class.....
26.	Appendix 26 The Result Reliability for Post-Test in Control Class.....
27.	Appendix 27 The Result of Pre-Test in Experimental Class.....
28.	Appendix 28 The Result of Pre-Test in Control Class.....
29.	Appendix 29The Result of Post-Test in Experimental Class.....
30.	Appendix 30 The Result of Post-Test in Control Class.....
31.	Appendix 31 Documentation of the Research.....



LIST OF FIGURES

Figure 1 The Result of the Pre-Test in Experimental Class.....	53
Figure 2 The Result of the Post-Test in Control Class.....	55
Figure 3 The Result of the Post-Test in Experimental Class.....	57
Figure 4 The Result of the Post-Test in Control Class.....	59



CHAPTER I

INTRODUCTION

A. Background of the Problem

In the process of teaching English we must master the four skills of teaching English namely listening, speaking reading and writing. Writing (as one of the four skills of listening, speaking reading and writing) has always formed part of the syllabus in the teaching of English.¹ It means that learning English is part of a lesson in formal education from elementary to high school.

Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem which the writing puts into their minds.² Writing is the activity of the learners to express their ideas to the writing. Writing is also a creative activity because writing students also requires creative ideas to develop the language use. Writing can also expand and increase vocabulary growth so that it can improve writing fluency in writing and composing sentences.

In written English, we state our topic (our main idea, focus point of view) and we usually elaborate on our statement by adding supporting details, such as facts examples, description, illustrations, reasons, causes, effects,

¹Jeremy harmer, *How to Teach Writing* (England : Pearson Education Limited, 2004),p.31

² *Ibid*, p.31

comparison and contrast.³ For teaching writing skills to be successful for high school students, teachers must choose appropriate teaching materials, apply interesting teaching methods. Furthermore, one way to help teachers teach writing is to use interesting media.

Nowadays, in the process of learning English many teachers are sometimes less important to provide the learning method. And then the learners only recognized the methods they only met. In this situation the learners do not develop their mind in writing. They can even feel bored in learning in class. Writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it.⁴ With the teacher using creative methods and in accordance with the material, of course we can clearly help students develop their ideas in the writing process. For that, the student would feel the easy in writing and put their ideas into writing.

A well written paper is one that easy to read, tells an interesting story, has the information under the correct headings and is visually appealing.⁵ So writing for students is inseparable from teacher guidance in the class towards students by paying attention to what is needed by students by developing ideas they write.

³Ann Raimes, *Techniques in Teaching Writing* (New York : Oxford University Press, 1983),p.14

⁴Donn Byrne, *Teaching Writing Skills*. New edition. (England : Longman, 1993),p.6

⁵Jeniffer Peat, *Scientific Writing Easy When You Know How* (London : BMJ Books, 2002),p.2

The researcher did preliminary research in SMA Negeri 1 Tulang Bawang Tengah by interviewing the teacher and students. The teacher said, the students had problem in learning English especially on writing descriptive text. The students' writing ability was still low. The students felt difficulties to express their ideas and also the teachers realized do not various techniques only one method. So that, the student gets bored and not interested in the process learning English⁶.

Below is the table about the writing score of descriptive text at the tenth grade of SMA Negeri 1 Tulang Bawang Tengah.

Table 1
Writing Score of Students at 10th Grade of SMA Negeri 1
Tulang Bawang Tengah

No	Class	Score		Total
		≥70	<70	
1	XI IPA 1	9	25	34
2	XI IPA 2	22	11	33
3	XI IPA 3	8	20	28
4	XI IPS 1	10	24	34
5	XI IPS 2	10	20	30
6	XI IPS 3	14	21	35
7	XI IPS 4	11	22	33
Total Percentage		85	151	236
		36.1%	63.9%	100%

Source: The Data of Documentation English Teacher at SMA Negeri 1 Tulang Bawang Tengah 2019/2020

Based on the table above, there were 85 students of 236 students who passed based on minimum criteria (KKM) and there were 151 students failed. In this case, the standard of KKM in SMA Negeri 1 Tulang Bawang

⁶ Yuniati Al Aida, M.Pd *An Interview of English Teacher SMA Negeri 1 Tulang Bawang Tengah*, 20 Februari 2019. Unpublished

Tengah is 70 and there were many students who got score under 70. It means that most of students were still difficult in writing especially in recount text.

After the researcher got the information from the teacher, researcher also interviewed some students about problem in learning English. The researcher found some factors of students' problem in learning English especially in writing descriptive text is still low. It happens because they were not interested in the method by used the teacher. The students are very difficult to remember ideas in descriptive text, and the teacher always uses boring technique in teaching writing descriptive text.⁷ It happens because the teachers do not use various techniques in writing skills and the students feel difficult and cannot develop their skills in writing. The students often make many mistakes on their writing. From their score is very low.

And to be sure, this planning technique can be effective, and then the researcher found technique to help and improve their skills in writing used mind mapping technique. Mind mapping is a technique and the best way to learn it by putting it into practice, as you start writing and creating your mind map you activate your muscle memory meaning that you remember information more than by just reading it.⁸ Mind mapping is a popular technique that can be applied in writing. Mind Mapping is a way of writing by utilizing how the brain functions and works.

⁷Students of SMA Negeri 1 Tulang Bawang Tengah , 10th grade, on February 20th , 2019

⁸ Florian Rustler and Tony Buzan, *Mind Mapping For Dummies* (Southern Gate : John Wiley & Sons, Ltd, 2012),p. 10.

In the Mind Mapping technique, we will write using keywords and images. In this situation our brain will work with the imagination of seeing the image, so the words that are represented by the keyword and image will be explained. Mind mapping can help students to build a picture that can be imagined so that when the image appears in our minds then all the explanations contained in it will be explained. By conducting mind mapping technique, so that it can facilitate students in the process of remembering writing, and can accelerate the writing process because it only uses keywords easily we remember main information.

The previous research on using mind mapping technique was conducted by Rona Nur Jannah on her thesis “The Effectiveness Of Using Mind Mapping To Improve Students’ Writing Ability In Procedure Text At The First Semester Of The Ninth Grade Of SMP Negeri 11 Bandar Lampung In The Academic Year Of 2017/2018” she concluded that mind mapping technique is one of good technique in teaching writing to motivate students in learning English and can help students to improve their writing well without confusing them, especially in procedure text.⁹

Another research on using mind mapping was conducted by Arif Prayogo on his thesis “Using Mind Mapping in Teaching Recount (An Experimental Study at the First Grade of Private Junior High School

⁹Rona Nur Jannah, on her thesis “The Effectiveness of Using Mind Mapping to Improve Students’ Writing Ability in Procedure Text at the First Semester of the Ninth Grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018”, Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung, 2017, p.70

Riyadhlul Jannah Bogor) in 2009” he concluded that teaching recount writing by using mind mapping more helpful because through mind mapping, it can throw away boredom at the students and time consuming notes in favor of two dimensional structure which shows the ‘shape’ of topic, related ideas and concepts, and the relative importance of all in information¹⁰.

Considering the previous research above, it can be found that there were some differences among the previous researches with this research. In the first previous research, the researcher did the research conducted on Ninth of SMP N 11 Bandar Lampung and the material was use about procedure text. The second previous research, the researcher attempt to narrate the teaching learning process of English SMP Riyadhlul Jannah Bogor and the material was use about recount text.

Based on the explanation above, the mind mapping technique offers you a lot of individual freedom in how you design your maps.¹¹ This technique can make it easy for students their pour mind in writing. Some students think writing is due to several factors, one of which is that they must look for keywords first.

Based to the problem faced by the teacher and the students in learning writing, the writer will do a research of teaching technique used by the teacher in the class that can support in the teaching of English skill. Then

¹⁰Arif prayogo, on his thesis “using mind mapping in teaching recount writing (An Experimental Study at the First Grade of Private Junior High School Riyadhlul Jannah Bogor in 2009” Faculty English Department Syarif Hidayatullah, Jakarta,2009.p16

¹¹*Ibid* ,p.30.

the researcher intends to see the influence of using mind mapping technique in teaching writing in the class. The students will participate directly in the class so it could encourage the students to make a good writing.

In this case, the researcher wants to conduct analyzed that the influence of using mind mapping technique towards student writing skill. Therefore, this research is entitled: The Influence of Using Mind Mapping Technique Towards Student Writing Skill in the Descriptive Text at the 10th Grade of SMA Negeri 1 Tulang Bawang Tengah in the Academic Year of 2019/2020

B. Identification of the Problem

Based on the background of the problem above, the writer identified the problems as follows:

1. The students writing skill is low
2. The students found difficulties to express their idea in written form.
3. The teacher always uses boring technique in teaching writing descriptive text.

C. Limitation of the Problem

Based on the identification above, the researcher limited the problem of the research on mind mapping technique as technique in writing process in order to know the influence of it towards students' descriptive text writing

skill at the tenth grade of SMA Negeri 1 Tulang Bawang Tengah in the academic year of 2019/2020

D. Formulation of the Problem

Based on identification and limitation of the problem above, the researcher formulates the problem: Is there any significant influence of using mind mapping technique towards students' writing skill in descriptive text?

E. Objective of the Research

The objective of the research was to know whether mind mapping technique is the influence toward students' writing skill in descriptive text.

F. Significance of the Research

The researcher expects that there are at least two uses of the research as follows:

1. Theoretically

This research finding will enrich and give new finding to development of theories about mind mapping technique in language teaching.

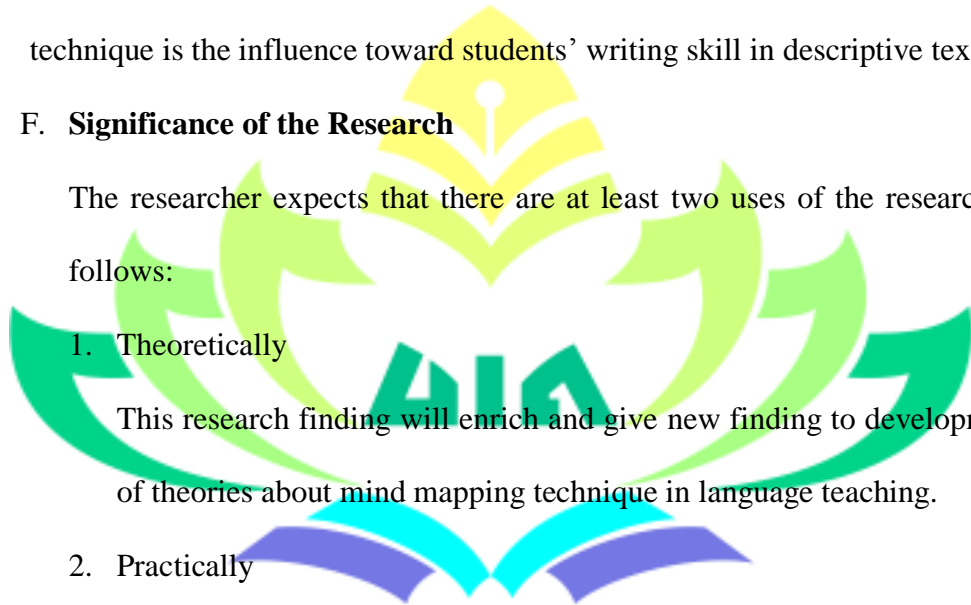
2. Practically

For practical contribution, the results of this research are expecting that:

a. For the students

The students can increase their descriptive text writing ability by using mind mapping technique

b. For the teacher



The teacher can get an alternative solution in solving teaching writing problems in descriptive text.

G. Scope of the research

1. Subject of the research

The subject of the research was the students at the tenth grade of SMA Negeri 1 Tulang Bawang Tengah

2. Objects of the research

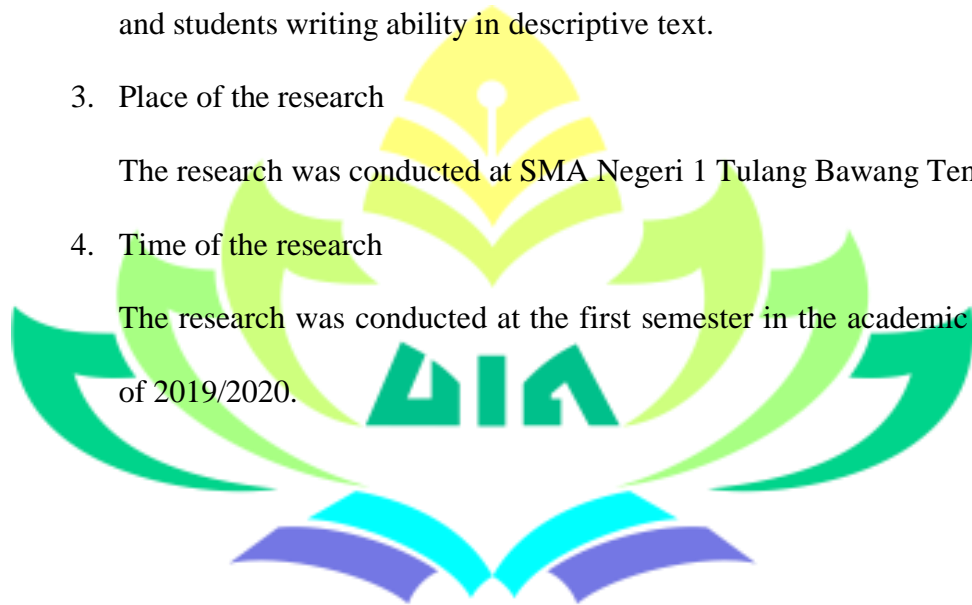
The object of the research was the used of mind mapping technique and students writing ability in descriptive text.

3. Place of the research

The research was conducted at SMA Negeri 1 Tulang Bawang Tengah.

4. Time of the research

The research was conducted at the first semester in the academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITEARTURE

A. Concept of Teaching English as a Foreign Language

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹² According to the definitions and statements above, the most important of the teachings of the teacher must be to pay attention to students and must know what they need in class. English is one of the many languages in the world battling it out for position.¹³ It means that English is the most widely used language in communicating internationally so that English is an important language for us to learn and know. By learning English we can easily continue study to a higher level abroad or work abroad. It means that the main reason why you have to learn English is because English is an international language.

Harmer says that EFL described situations where students were learning English in order to use it with any other English speakers in the world - when the students might be tourists or business people.¹⁴ So a foreign language is a language used by other people and countries.

The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with

¹² H.Douglas Brown, *Principles of Language Learning and Teaching*, (4th Edition) (California :Longman), p.7.

¹³ Jeremy Harmer, *The Prcatice of English Language Teaching*, (3rd edition)(Cambridge : Longman), p.4.

¹⁴ *Ibid.* p.9

English-speaking tourists or friends, to be able to read English in books and newspapers.¹⁵ It means that the situation in English education is a compulsory subject. Because English a global language, so for those who want to be one step ahead of people in general, it is necessary to even have to master English.

The aim of teaching English foreign language is to produce student who can speak the language almost as well as you can, at the most.¹⁶ In the fact, there are many students in the classroom not confidence to speak English. It means that, the teacher must prepare to have a methodical approach before she or he enters the classroom. A teacher's energy and enthusiasm are highly valued by students so if you are interested and give interesting and varied lessons, this will inspire and motivate your students.¹⁷

Based on the explanation above, the researcher can be concluded teaching English as a foreign language is the teacher has a role to make methods so that students have more interest in the class to understand the material presented.

B. Writing

1. Concept of Writing

Writing is a part important of the teaching English. Writing is essential features of learning a language because it provides a very good means of foxing

¹⁵ Geoffrey Broughton, Christopher Brumfit, et.al, *Teaching English as a Foreign Language* ,(2nd Edition) (London : Routledge, 1980),p.8.

¹⁶ Michelle Maxom, *Teaching English as Foreign Language for Dummies* (England : John Wiley&Sons,Ltd, 2009),p.20.

¹⁷David Reddell, *Teaching English as a foreign language*,p.38.

the vocabulary, spelling, and sentence pattern.¹⁸ Writing is also the activity of the student who could pull out what they think. With the practice writing every day can help the student to good written.

Hyland state that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.¹⁹ Writing is regarded as an extension of grammar—mean of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.²⁰ Writing also is one of most important skills that must be mastered by students. Students can be greatly encouraged to write and to see writing as a pleasurable activity, if they are able to observe their teacher as people who turn to writing naturally and who enjoy it.²¹ It is because the teacher in the class must have interest on the process writing. It is needed of the students so they don't feel bored on the writing.

According to Urquhart writing is a process of exploration that offers benefits to students and content area teachers alike.²² Ideally, there should be a program to develop writing skills which works all the way through the educational system.²³ In the fact, the skill writing for some of students is the difficult because many factor it. Writing is also help student in their learn. It happens that when

¹⁸ Dr.M.F.Patel, *Op.Cit*, p.125.

¹⁹ Ken Hyland, Jack Richards, *Second Language Writing*, (New York : Cambridge University Press,2003), p.9.

²⁰ *Ibid*, p.3.

²¹ Tricia Hedge, *Resource Books for Teacher Writing* ,(Hongkong : Oxford University press, 1988),p.15

²² Vicki Urquhart and Monette McIver, *Teaching Writing in the Contest Areas* (United States of America: Association for Supervission and Curriculum Development, 2005),p.3.

²³Geoffrey Broughton , *Op.Cit*, p.117.

they write, can found many new word, new sentences and new language. So in the other process approach in the writing must appropriate for student needed.

Based on the explanation above, it can be concluded writing is one of the activities to create information or note on the media. Through writing the students can poured a creative they have to written.

2. Concept of Writing Skill

Raimes says that writing skill is a skill to communicate with a reader, to explore subject, and to record experience.²⁴ Writing skill is so important for students mastered. It happen because, when the student write they also have chance for adventure the language they found. Writing is a skill which must be taught and practiced²⁵. The teacher must give some practice writing to student so that they accustomed for writing English language. And then this is encourage their think to thought more. The most effective learning of writing skill is likely to take place when student are writing real messages for real audiences.²⁶ According to Nunan, encompasses some characteristics of successful writing as follows:²⁷

1. Mastering the mechanics of letter formation;
2. Mastering and obeying conventions of spelling and punctuation;
3. Using the grammatical system to convey one's intended meaning;

²⁴ Ann Raimes, *Techniques in Teaching Writing*. Op.Cit, p.4.

²⁵ Dr.M.F.Patel, *Op.Cit*, p.125.

²⁶ Jeremy Harmer, *How to Teach Writing*, Op.Cit,p.39

²⁷ David Nunan, *Designing Task for The Communicative Classroom* (Cambridge: Cambridge University Press, 1989),p.37.

4. Organizing content at the level of paragraph and the complete text to reflect given or new information and topic or comment structures;
5. Polishing and revising one's initial efforts;
6. Selecting an appropriate style for one's audience;

Based on the explanation above, it can be concluded writing skill is the ability of the students to communicate thought or ideas on written form which fulfills six aspects there are namely mechanics, spelling and punctuation, using the grammatical system, content, polishing and revising one's initial efforts and then selecting an appropriate style for one's audience.

3. Approaches in Teaching Writing

Harmer states that, there are approaches in teaching writing as follows:

1. Process and Product Approach

In the teaching of writing we can either focus on product of that writing or On the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product.²⁸ However, teacher who use the process approach give their students two crucial supports that *time* for the students to try out ideas and *feedback* on the content of what they write in their drafts.²⁹

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Op.Cit, p.257

²⁹ Ann Raimes, *Techniques in Teaching Writing*. Op.Cit, p.10

Product approaches expected the students to only analyze text in terms of what language they use and how they were constructed.³⁰ In the product approach concentrate the spelling to be correct, the nouns and verbs to agree with each other, the punctuation and layout to obey certain conventions.

2. Genre Approach

Genre as an approach to teaching and learning writing is a matter of mixed approach between process and product approach. As an approach genre refers to process of writing showing its systematical orders or steps to follow either by teacher or students. Genre as product shows its distinctive features of writing either in terms of organization, communicative purpose and linguistic feature used.³¹

3. Creative Writing

The term creative writing suggest imaginative task such as writing story, experience, etc. Creative writing is a written by using a creative of the writer that can make reader imagining even get inspiration. This provides powerful motivation to find the right words to express such experience.

Based on the explanation above, it can be concluded that there are some approaches in teaching writing. They are process and product approach, genre approach and creative writing.

³⁰ Jeremy Harmer, *How to Teach Writing*, Op.Cit,p.11

³¹ I Wy.Dirgeyasa, *Genre Based Approach: What And How to Teach And to Learn Writing*, (Canadian Center of Science and Education, Journal English Language Teaching ; Vol 9, No.9; (Juni 2019),p.50

4. How to Teach Writing

Teaching writing is one of the important aspects in learning languages. Teaching writing is teaching students to develop ideas in their minds into written forms. For a process writing approach work well, some teacher may need to rethink the way in which they react to their student work.³² This is an important and useful point for students because lessons planning from the teacher must consider the objectives to be achieved. For teaching writing to be successful you need to set the writing task up so that the student are clear about what they have to do and how best to tackle it³³. It can support student to writing well with the approach of the learners and from the teacher must explain their approach or technique in writing how to do it.

In teaching writing, teachers who recognize the importance of writing as a tool for learning in any content area intuitively understand that writing helps students connect their thoughts, deepen their content knowledge, and communicate with others.³⁴ By maintaining effective teachers in class helps students take advantage of their existing memories and build critical thinking skills so ensure their success in writing. Effective written usually have a purpose in mind and construct their writing with a view to achieving that purpose.³⁵

Based on the explanation above, it can be concluded that teaching writing is teaching and asking students to apply grammar knowledge, sentence structure,

³² Jeremy harmer, *How to Teach Writing* (England : Pearson Education Limited, 2004),p.12.

³³Michelle Maxon, *Op.Cit*, p.161.

³⁴*Ibid*, p.26.

³⁵ Jeremy harmer , *How to Teach Writing, Op.Cit*,p.39.

idioms and vocabulary. And students are also given the opportunity to explore the language they are learning. For the teacher must provide student support for the process of writing so that the process of learning to write can be more effective.

5. Writing Process

The writing process is a rich mix of elements which, together with cognition, include the writer's experiences and background, as well as a sense of self, of others, of situation and of purpose.³⁶ Raimes state that about writing process there are:³⁷

1. Prewriting

The period where writers get ready to write—gathering information, organizing ideas, identifying audience and purpose, and selecting genre.

2. Drafting

The production stage of getting ideas down using complete sentences and reflecting the general conventions of writing.

3. Revising

The time when writers review their work, checking for clarity of message, word choice, and organization.

4. Editing

The process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.

³⁶ Ken Hyland, *Teaching and Researching Writing*, Second Edition (Edinburgh Gate : Pearson Education Limited, 2009),p.25

³⁷ Ann Raimes, *Techniques in Teaching Writing* (New York : oxford university press, 1983), p.11.

Furthermore, browns state that essentially the process of writing involves creating a text that we assume the reader will recognize and expect and the process of reading involves drawing on assumptions about what the writer is trying to do.³⁸

Based on the explanation above, it can be concluded in this process writing there are four steps that must be mastered by students in language teaching namely prewriting, drafting, revising, and editing.

6. How to Test Writing

There are four categories of written performance for the students in writing skill, as follow:³⁹

1. Imitative Writing

Imitative writing is beginning level English learners from young children to older adults need basic training. In assessment of imitative writing the rudiments of forming letters, words, and simple sentences.

We examine this level of writing first :

a) Task in (Hand) writing letters, words, and punctuation.

- Copying
- Listening cloze selection task
- Picture-cued task
- Form completion task
- Converting numbers and abbreviation to words

b) Spelling task and detecting phoneme-grapheme

³⁸ *Ibid.* p. 31.

³⁹ H Douglas Brown, *Language Assessment :Principle and Classroom Practices*, (New York: Pearson Education, 2003),p.220

- Correspondences
- Spelling test
- Picture cued-task
- Multiple choices techniques
- Matching phonetics symbols

2. Intensive Writing (*controlled*)

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-takers ability to combine or use words correctly. No new information is passed on from one person to the other.

- a) Dictation and Dicto-Comp
- b) Grammatical transformation tasks
- c) Picture cued tasks
 - Short sentences
 - Picture description
 - Picture sequence description

- d) Vocabulary assessment tasks
- e) Ordering tasks
- f) Short answer and Sentence completion tasks

3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

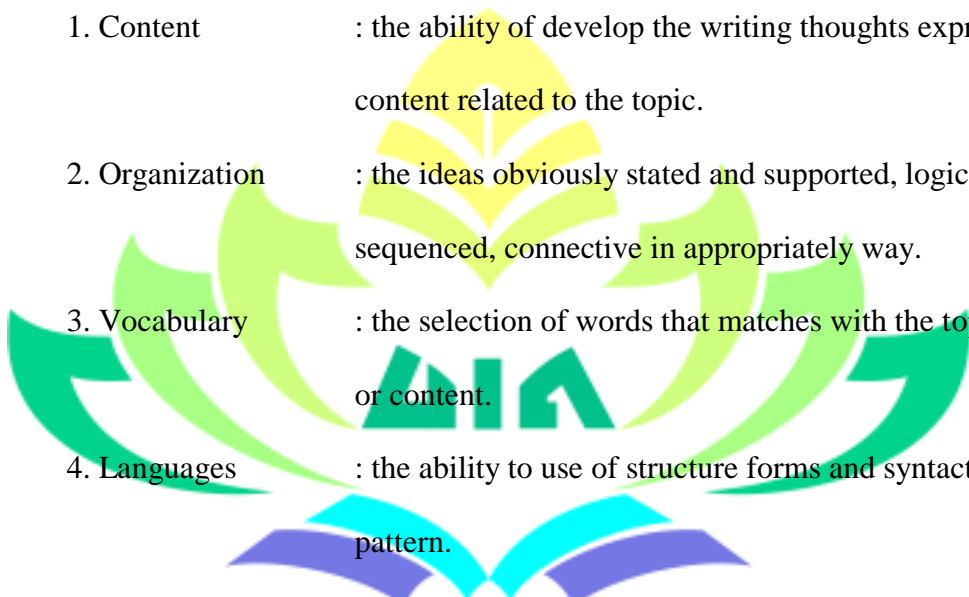
- a) Paraphrasing
- b) Guided question and answer
- c) Paragraph construction tasks
 - Topic sentence writing
 - Topics development within a paragraph
 - Development of main and supporting ideas across paragraphs.
- d) Strategic options
 - Attending to task
 - Attending to genre

Based on the explanation above, there are four categories of written performance for the students in writing skill. They are imitative writing, intensive writing, responsive and extensive writing. It can be concluded, the

researcher will use designing assessment task of writing is responsive and extensive because in instrument of the task the researcher asks to student to make topics development within a paragraph of descriptive text that include in paragraph construction tasks.

7. What to Test in Writing

According to Tribble, there are five fundamental aspects which have to fulfill in writing activity. The five aspects of writing are as the criteria of good writing, such as content, organization, vocabulary, language, and mechanics.

- 
1. Content : the ability of develop the writing thoughts express, content related to the topic.
 2. Organization : the ideas obviously stated and supported, logically sequenced, connective in appropriately way.
 3. Vocabulary : the selection of words that matches with the topic or content.
 4. Languages : the ability to use of structure forms and syntactical pattern.
 5. Mechanics : the use of graphic convection of language such as punctuation, spelling, and capitalization⁴⁰

Based on explanation above, the researcher can conclude that there are five aspects in writing which must be known in to be good writing and it used in scoring writing ability. They are content, organization, vocabulary, languages and mechanics.

⁴⁰Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

C. Text

1. Concept of Text

According to Hyland, text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.⁴¹

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or phrase or a sentence or a discourse.⁴² Text is usually order of words that are used to provide information, explain meaning and so on. The text is the result of delivering a thought that is poured into writing. Emilia also says text is a complete unity of language and preferably from start to finish, if a text does not have a complete organization structure then the text will not clear.⁴³

It can be concluded, text is a lingual unit that is provided in writing or verbally with certain organizational arrangements to express meaning contextually.

2. Genre of Text

There are many kinds of the text that must know by the learners. Based on syllabus of the learning English, Gerot and Wignell categorize types of genre into 13 types. They are:

⁴¹Ken Hyland, *Teaching and Researching Writing* , 2ndEdition,(Edinburgh Gate: Pearson, 2009), p.8

⁴² Mark Anderson,Kathy Anderson, *Text Type in English* (South Yarra : Mackmillan,1997),p.1

⁴³ Emi Emilia, *Pendekatan Genre Based Dalam Pengajaran Bahasa Inggris Petunjuk Guru*, (Bandung : Rizki Press,2004),p.2.

a. Spoof

Spoof is the text to retell an event with a humorous twist

b. Recount

Recount is the text to retell events for the purpose of informing or entertaining.

c. Report

Report is the text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

d. Analytical exposition

Analytical exposition is the text to persuade the reader or listener that something in the case.

e. News item

News item is the text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

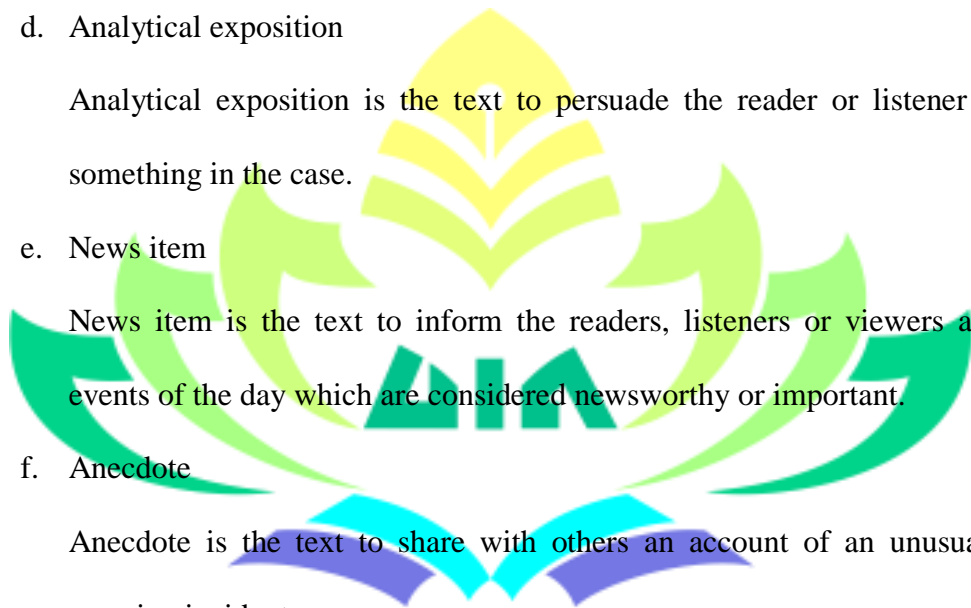
Anecdote is the text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is the text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is the text to describe how something is accomplished sequence of actions or steps.



i. Description

Description is the text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition is the text to persuade the reader or listener that something or should not be the case.

k. Explanation

Explanation is the text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is the text to present (at least) two points of view about in issues.

m. Reviews

Reviews are the text to critique an art work or event for a public audience.

Based on the explanation above there are the types of text and students should know what the differences between them are from understanding the purpose and structure of the text.

D. Concept of Descriptive Text

1. Definition of Descriptive Text

According to Zaida, descriptive text is the text that describes the particular person, place, or thing.⁴⁴ It means that descriptive text is used to describe about place, person or things. Descriptive text also can describe about taste, shape, size, atmosphere, appearance, and feeling, touching or hearing.

⁴⁴Nur Zaida, *Practice Your English Competence*, (Jakarta: Penerbit Erlangga, 2009), p. 9.

Siahaan says that description is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be person, or an animal, or a tree, or a house, or camping. It can be about any topic.⁴⁵ Descriptive paragraph is giving information about something or someone.

Based on explanation above, the researcher concludes that descriptive text is a text that describes an object clearly, it means there are creating visual images and sensory impression through words that use to inform an audience about something how something or someone looked in descriptive text. Descriptive text describes a particular person, place or thing in detail which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch and others).

2. Generic Structure of Descriptive Text

1. Identification

In identification, the researcher introduction of a person, place, animal or object will be described.

2. Description

In description, the researcher describe about something such as animal, things, place or person by describing its features, forms, colors.

3. Language Features of Descriptive Text

In descriptive text also has aspect language features, Djuharie mentions the language features commonly used in descriptive text are:⁴⁶

a. Use of specific nouns

⁴⁵Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p.89

⁴⁶Otong Setiawan Djuharie, *Essay Writing*, (Bandung : Yrama Widya, 2009), p. 153.

- b. Use of simple present tense
- c. Use of the adjective to describe the condition of the object
- d. Use of relational process, using verb that can describe situation participant implies ownership.
- e. Use of figurative language, using figurative language such as simile or metaphor as the way to give comparison illustration

Below the example of descriptive text :

Elephant

Identification: Elephant is an herbivore animal and eat all almost all of the vegetation's and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants are known as the largest mammals.

Description: The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant t trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

Source : <https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html>

E. Mind Mapping Technique

1. Concept of Mind Mapping Technique (MMT)

Mind mapping is a visual technique for structuring and organizing thoughts and ideas. Mind mapping is very powerful technique that can be of great assistance in many aspects. Mind mapping also is the creative technique.

Buzan state that Mind mapping is a technique that enables you to visualize, structure and organize thoughts and information.⁴⁷ Mind mapping a good approach for supporting student with organizing ideas, they also find it a great asset for teaching. It is a great tool to organize the thought processes of their students when writing, due to the fact that the teacher only present the basic content and it is the student who writes it in an organizing way. Mind maps are also a great cognitive tool that can be used to arrange and organize information when studying or presenting students with a new topic.⁴⁸ The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. Therefore mind maps help you to make a distinction between your mental. And then, the mind maps a start with a central image that expresses the concept of happened. As you start writing and creating your mind map you activate your muscle memory meaning that you remember the information more than by just reading it. The mind map is an expression of radiant thinking and is therefore a natural of the human mind.⁴⁹ The mind map has four essential characteristics:⁵⁰

- 1) The subject of attention is crystallized in a central image
- 2) The main themes of the subject radiate from the central image as branches

⁴⁷ Florian Rustler and Tony Buzan , *Mind Mapping for Dummies*, (England :John Wiley & Sons, Ltd,2012), p.85.

⁴⁸ Silviana, P.Hillar, *Mind Mapping with Freemind*, (Mumbai : Packt Publishing, 2012),p.6.

⁴⁹ TonyBuzan and Barry Buzan, *The Mind Map Book*, (London : BBC Book, 1993),p.59.

⁵⁰ *Ibid*, p.59.

- 3) Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
- 4) The branches form a connected modal structure.

Based explanation above, it can be concluded Mind mapping is a popular technique that can be applied in writing. Mind Mapping is a way of writing by utilizing how the brain functions and works. In the Mind Mapping technique, we will write using keywords and images. In this situation our brain will work with the imagination of seeing the image, so the words that are represented by the keyword and image will be explained. Mind mapping can help students to build a picture that can be imagined so that when the image appears in our minds then all the explanations contained in it will be explained. It can help form the ideas, association and impressions in ways that easy to memorize.

2. Procedure of Using Mind Mapping Technique

There are the explanation about make mind mapping based on Florian statement.⁵¹

The steps involved in make a mind map may be summarized as follows:

1. Write the words in the middle of your sheet of paper.
2. Draw a sort of frame or cloud around the word.
3. To the central concept attach six branches that are long enough for a word to be written on them. Remember to keep the branches quite short to start with you can always make them longer afterwards.

⁵¹ Florian Rustler and Tony Buzan, *Op.Cit*,p.10.

4. Take a couple of minutes to consider what you associate with the notion and what concepts or ideas occur to you in this connection. Write each of your concepts in the form of one keyword on the branches of the mind map.
5. For each word consider whether and how you could express concept in visual form. Then write or draw them beside the keyword on the branch concerned.

After five minutes your first Mind Map may look something like this figure below.

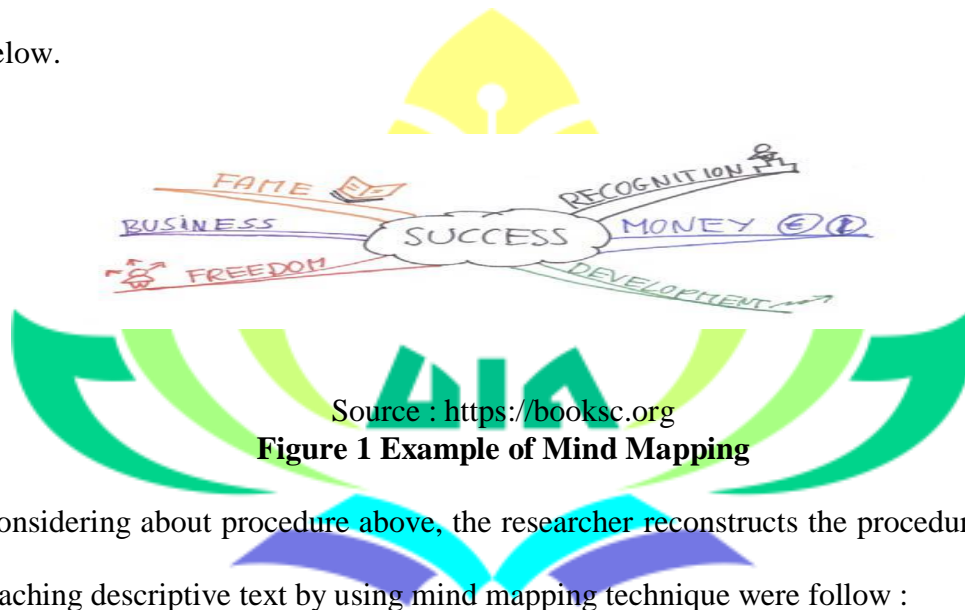


Figure 1 Example of Mind Mapping

Considering about procedure above, the researcher reconstructs the procedures of teaching descriptive text by using mind mapping technique were follow :

1. The teacher introduce Mind mapping technique and the procedure of mind mapping Technique.
2. The teacher give the topics to be discussed.
3. Ask the learners to write the topic or word in the middle of paper.
4. The teacher asks the learners to draw a sort of frame or cloud around the topic.

5. The students make six branches in the central concept that are long enough for a word to be written.
6. After that the students write each of concepts in the form of one keyword on the branches of the mind map.
7. Ask the students to write or draw frame or cloud beside the keyword on the branch concerned.
8. After that, the students develop their keyword and arranging the results text descriptive in the new paper.
9. While they are discussing, the teacher check the student by students to keep them staying on the topics and raising the question to stimulate discussion.
10. The teacher ask the students to write practice, arrange and develop the sentence to some paragraph.
11. At the end, the students individually collect the writing results of them.

3. Advantages of Using Mind Mapping Technique

According to Buzan, there are some advantages of using mind mapping⁵² :

- a. Mind mapping helps the students to speed up their think rapidity.
- b. Mind mapping takes the students to develop new ideas quickly.
- c. Mind mapping gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fastly and efficiently when they want to work with others.

⁵² *Ibid.*, Tony Buzan, p. 110

- d. Mind mapping facilitates the students to understand a complicated system or structure because mind mapping delivers the students to be focused on the ideas.

Another idea from Buzan, there are some benefits of teaching writing with mind maps :

- a. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.
- b. They make lessons and presentation more spontaneous, creative and enjoyable, both for the teacher and the students.
- c. Rather than remaining relatively rigid as the years go by, the teacher's notes are the flexible and adaptable. In these times of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
- d. Because mind maps present only relevant material in a clear and memorable form, the students tend to get better marks in examination.
- e. Unlike linear text, Mind Maps show not just the facts but the relationship between those facts, thus giving the students a deeper understanding of the subject.
- f. The physical volume of lecture notes is dramatically reduced⁵³

⁵³ *Ibid*, p.232

4. Disadvantages of Using Mind Mapping Technique

Cleford states disadvantages of using mind mapping as below:⁵⁴

- a. People may want to redraw the maps later-but that will help them remember the material.
- b. Someone map may be so personal and it could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

From those explanations above, it can be concluded the researcher can considering that mind mapping is suitable for students in writing skill and better than Grammar Teaching Method. In the mind mapping technique can help the students easily add ideas or links later and help than to concentrate on information structure and relationship between ideas.

F. Grammar Teaching Method

1. Concept Grammar Teaching Method (GTM)

The Grammar-Translation Method was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit.⁵⁵ The Grammar translation method is the oldest method of teaching English. This method is also known as the Classical Method and this method is very easy for teacher. This method is very famous in average teacher because it is very easy for them to use this method.

⁵⁴Tony Cleford, *Taking Notes with Mind Maps*,
<http://ebooks.uosiu.info/eBooki/Umys%C5%82/tony%20buzan%20->

⁵⁵Dr.M.F.Patel, *Op.Cit*, p.74.

Richards state that grammar translation is a way of studying language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.⁵⁶ The purpose of the grammar translation method was to help students read and understand foreign language literature. Role of this method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge.

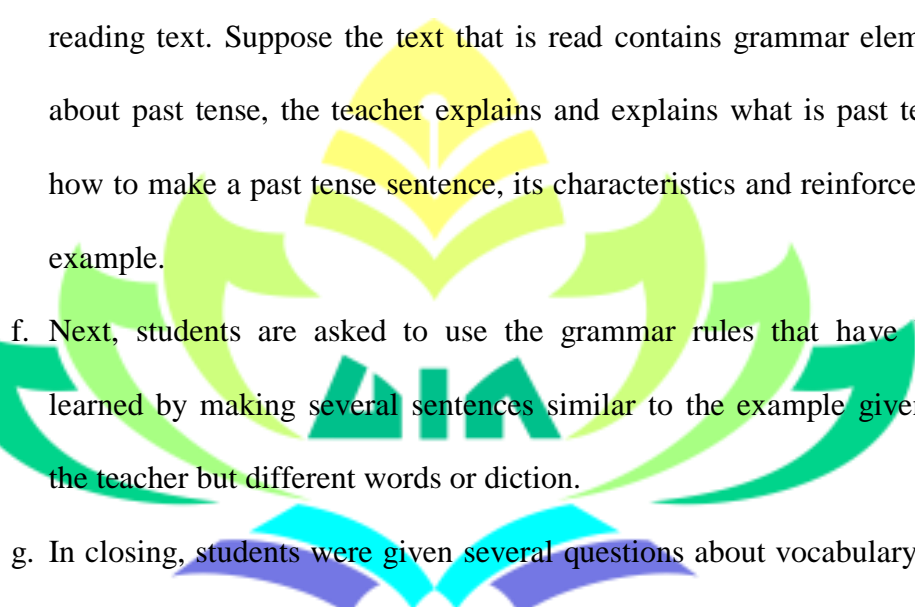
Based on the explanation above, the researcher can concludes The Grammar-Translation method is the old method in English lesson so that if the teacher using this method at the time is less precise because it inhibits student ability in translating the language and compiled a grammar.

2. Procedures of Using Grammar Teaching Method

Teaching writing descriptive text by using Grammar Teaching Method can be implemented through the following this procedure.

- a. The students are asked to read an English text that is then asked to translate it.
- b. After students have finished reading and translating, the teacher gives an opportunity for students to ask about things that are not yet known about the reading text. If someone asks about a meaning from the new Vocabulary, the teacher answers or explains it using the original language

⁵⁶Jack C Richards, *Op.Cit*, p.5.

- 
- c. If there are no more questions, students are asked to answer questions about the reading text in English.
 - d. After the deadline expires, the teacher checks the work of students. Some students are asked to read and answer questions. If the answer is correct, the teacher asks other students to continue. But if the answer is wrong, the teacher chooses another student to answer it or answer it himself.
 - e. The next activity, the teacher explains the elements of grammar in the reading text. Suppose the text that is read contains grammar elements about past tense, the teacher explains and explains what is past tense, how to make a past tense sentence, its characteristics and reinforced by example.
 - f. Next, students are asked to use the grammar rules that have been learned by making several sentences similar to the example given by the teacher but different words or diction.
 - g. In closing, students were given several questions about vocabulary and the use of the newly learned grammar. Questions are given in written form to measure students' understanding of the material provided.⁵⁷

3. Advantages of Using Grammar Teaching Method

There are some advantages of Grammar Teaching Method, as follows:⁵⁸

- a. When words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.

⁵⁷ Teacher of SMA Negeri 1 Tulang Bawang Barat, 10th Grade, on February 20th, 2019

⁵⁸ Dr.M.F.Patel, *Op.Cit*, p,76.

- b. The Grammar-Translation Method develops the art of translation.
- c. In this method the child associates foreign words with translated words so strong memory bond is created.
- d. The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.
- e. The words and phrase are easily learnt and explained if translation method is used.
- f. The working knowledge of mother tongue helps them to learn grammar of a foreign language. The principle of "to proceed from known to unknown" is followed.
- g. Through this method we can test the ability of comprehension of our students and we can know the form of understanding the subject matter.
- h. English grammar can be easily taught by comparing with the grammar of mother tongue. Students who studies in Gujarati medium school, this method is very useful and effective for Gujarati learner.
- i. This method is very useful in over crowed classes.

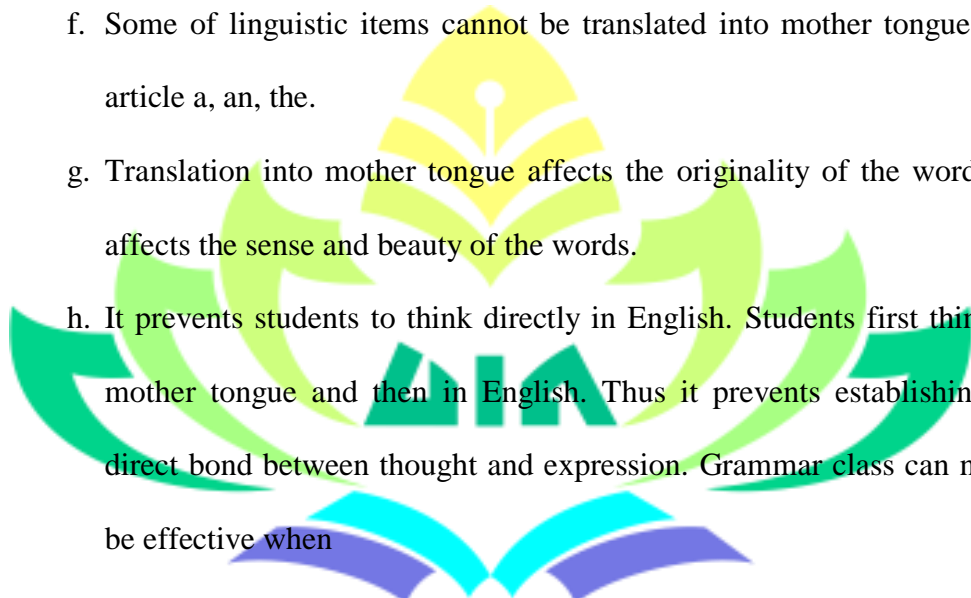
4. Disadvantages of Using Grammar Teaching Method

There are some disadvantages of Grammar Teaching Method are as follows: ⁵⁹

- a. The Grammar-Translation Method does not emphasis on the basic skills like listening and speaking etc.

⁵⁹*Ibid*, p.76.

- b. It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.
- c. There are words, idioms, phrases in English for which words cannot be translated into mother tongue. For example; prepositions and propositional phrases.
- d. Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.
- e. Student gets no opportunities to participate in the discussion of the unit.
- f. Some of linguistic items cannot be translated into mother tongue like article a, an, the.
- g. Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words.
- h. It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression. Grammar class can never be effective when
- i. There is use of translation of grammatical rules and their explanation.
- j. The Grammar-Translation Method favors to teach English by rules and not by use. According to Dr. Ballard: "To speak any language whether native or foreign entirely by rules is quite impossible".
- k. Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.



G. Frame of Thinking

In the process of teaching writing, mind mapping technique can be used in the descriptive text because mind mapping technique can help students to build a picture that can be imagined so that when the image appears in our minds then all the explanations contained in it will be explained. By conducting mind mapping technique, so that it can facilitate students in the process of remembering writing, and can accelerate the writing process because it only uses keywords easily we remember a main information.

Mind Mapping is a way of writing by utilizing how the brain functions and works. This technique is a popular technique that can be applied in writing. Mind mapping is a visual technique for structuring and organizing thoughts and ideas. Mind mapping is very powerful technique that can be of great assistance in many aspects. Mind mapping also is the creative technique.

From the explanation above, it can be concluded mind mapping a good approach for supporting students with organizing ideas, the students also find it a great asset for teaching. It is a great tool to organize the thought process of their students when writing, due to the fact that the teacher only present the basic content and it is the student who writes it in an organizing way.

H. Hypothesis

The researcher formulates the hypotheses this research as follows:

Ha : There is significant influence of using mind mapping technique towards students' writing skill in the descriptive text at the 10th

Grade of SMA Negeri 1 Tulang Bawang Tengah in the
academic year 2019/2020

Ho : There is no significant influence of using mind mapping
technique towards students' writing skill in the descriptive text at
the 10th Grade of SMA Negeri 1 Tulang Bawang Tengah in the
academic year 2019/2020



REFERENCES

- Al aida, Yuniati, Wawancara dengan Guru. Rekaman Suara. Tulang Bawang Barat, 20 Februari 2019
- Anderson, Mark and Kathy Anderson. 1997. *Text Type in English*. South Yara : Mackmillan
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta
- Ary, Donald and Lucy Cheser Jacobs. 2010. *Introduction To Research In Education 8th Edition*. Canada : Wadsworth Cengage Learning.
- Broughton, Geoffrey And Christopher Brumfit. 1980. *Teaching English as a Foreign Language 2nd* . London : Routledge
- Brown, H. Douglas. 2000. *Language Assessment Principles And Classroom Practices*. California : Longman
- _____. 2002. *Principles of Language Learning and Teaching 4th Edition*. California: Longman
- _____. 2003. *Teaching by Principles an Interactive Approach to Language Pedagogy*. California : Longman
- Buzan, Tony and Barry Buzan. 1993. *The Mind Map Book* . London : BBC Book
- Byrne, Donn. 1993. *Teaching Writing Skills*. England : Longman
- Emilia, Emi. 2004. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris Petunjuk Guru*. Bandung : Rizki Press
- Firdaos, Rijal. 2017. *Desain Instrumen Pengukur Efektif*. Bandar Lampung : C.V Anugrah Utama Raharja
- Fraenkel, Jack R and Norman E Wallen. 2008. *How to Design and Evaluate Research in Education 7th Edition*. New York : McGraw-Hill
- Harmer, Jeremy. 2004. *How to Teach Writing*. England : Pearson Education Limited
- _____. *The Practice of English Language Teaching 3rd Edition*. Cambridge : Longman
- Hedge, Tricia. 1988. *Resource Books for Teacher Writing*. Hongkong : Oxford University Press

Hurn, M Erceg. 2008. *Modern Robust Statistical Method*. Crawley : American Psychological Association

Hyland, Ken and Jack Richard. 2003. *Second Language Writing*. New York : Cambridge University Press

_____. 2009. *Teaching and Researching Writing 2nd Edition*. Edinburg Gate : Pearson Education Limited

Khotari, C.R. 1990. *Research Methodology Methods and Techniques 2nd Edition*. Jaipur : New Age International Publishers.

Knap, Petter and Megan Watkins. 2005. *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Sydeney : University of New South Wales Press.

Kouame, Julien B. *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low Literature Participants*, Journal of Multi Disciplinary Evaluation, Volume 6, Number 1 August 2010

Maxom, Michelle. 2009. *Teaching English as a Foreign Language for Dummies*. England : John Wiley & Sons, Ltd

Nunan, David. 1989. *Designing Task for the Communicative Classroom*. Cambridge : Cambridge University Press

Patel, M F, And Praveen M Jain. 2008. *English Language Teaching* . Sunrise

Peat, Jeniffer. 2002. *Scientific Writing Easy When You Know How*. London : BMJ Books

P Hillar, Silviana. 2012. *Mind Mapping with Free Mind*. Mumbai : Packt Publishing

Raimes, Ann. 1983. *Techniques In Teaching Writing*. New York : Oxford University Press

Richards, Jack C And Theodore S Dogers. 2001. *Approaches and Method in Language Teaching 2nd Edition*. Amerika : Cambridge University Press

Rustler, Florian And Tony Buzan. 2012. *Mind Mapping for Dummies*. Southern Gate : John Wiley & Sons, Ltd.

Students of SMA, Wawancara dengan Murid, SMAN 1TBT, 20 February 2019

Urquhant, Vicki and Monette McIver. 2005. *Teaching Writing in the Contest Areas*. United States Of America : Association For Supervision And Curriculum Development

William, George And H Dubay. 2014. *The Principles of Readability*. California
: Costa Mesa

